

# Word Study Lesson

<b>Look for evidence that the teacher:</b>	
<p><b><i>Planning and Organizing for Teaching</i></b></p> <ul style="list-style-type: none"> <li>• Uses knowledge of the children's strengths and needs to select the principle for the lesson</li> <li>• Organized materials effectively for use in the whole group lesson and for the small group application</li> </ul>	
<p><b><i>Minilesson</i></b></p> <p><b>Principle:</b></p> <ul style="list-style-type: none"> <li>• Has a clear and worthwhile principle in mind</li> <li>• Helps children derive the principle by inquiry or starts with the principle and invite more examples</li> <li>• States the principle in clear language in one or two sentences</li> <li>• Shows understanding of the significance of the principle for the reading and writing processes</li> <li>• Writes the principle on a chart for reference before or after the teaching</li> </ul> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• Select examples that are meaningful to the children</li> <li>• Selects examples that exemplify a range of difficult levels</li> <li>• Calls for examples from children</li> <li>• Uses enough examples to make the principle clear, but not too many examples so the point is clouded</li> <li>• Clarifies exceptions and use them to extend learning</li> </ul> <p><b>Interactions</b></p> <ul style="list-style-type: none"> <li>• Listens to and build on students' responses</li> <li>• Clarifies meanings of words as appropriate</li> <li>• Fosters student interaction and participation</li> <li>• Clarifies and expands on the principle as needed to assure understanding</li> </ul> <p><b>Clarity</b></p> <ul style="list-style-type: none"> <li>• Uses clear visual models (chart, magnetic letters) to make the principle clear</li> <li>• Explains routines or tasks clearly so that the children understand them and know why they are important</li> </ul>	

<p><b><i>Preparing for Independent Work</i></b></p> <ul style="list-style-type: none"> <li>• Makes a clear summary statement that goes back to the principle</li> <li>• Prepares children for the task by clearly explaining routines so children understand them and know why they are important</li> <li>• Prepares children for sharing time</li> <li>• Links the learning to reading and/or writing</li> </ul>	
<p><b><i>Application</i></b></p> <ul style="list-style-type: none"> <li>• Helped the students understand the task</li> <li>• Organized the materials well for independent, partner, or group work</li> <li>• Engages the students in working with many manipulatives or another task that provides extended learning opportunities</li> </ul>	
<p><b><i>Sharing</i></b></p> <ul style="list-style-type: none"> <li>• Engages the students in sharing their learning</li> <li>• Gives students the opportunity to share</li> <li>• Uses share session for the information assessment</li> <li>• Uses the share session to confirm or extend the students' learning</li> </ul>	